

EVEN START RESEARCH-BASED EARLY CHILDHOOD  
AND PARENTING EDUCATION PROFESSIONAL DEVELOPMENT

# MAKING MEANINGFUL CHANGES IN PROGRAM DESIGN



**Even Start**  
Family Literacy Program

2003 U.S. Department of Education

# OUR GOAL



You will strengthen all aspects of your program design and delivery for early language and literacy in the ECE component.

# OUR STRATEGY

**Experts** will highlight the most important research-based findings for quality programming and instruction

**Teams** will consider implications of these findings for your program



# **ORGANIZATION OF INFORMATION PRESENTED**

## **Content Planning:**

**What instructional goals to choose?**

## **Teaching Strategies:**

**How best to support children's learning?**

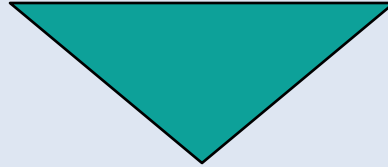
## **Practice and Play:**

**How to set up opportunities for learning?**

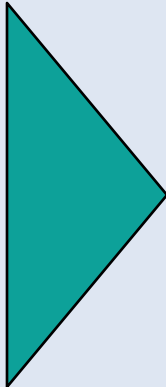
## **Assessment for Individualization:**

**How to vary approaches by child?**

## **Content Planning**

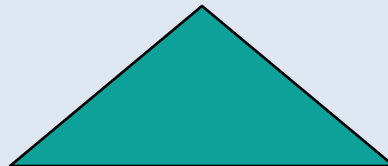
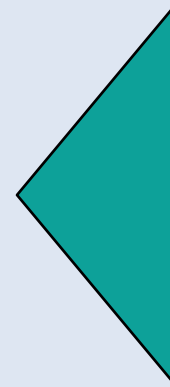


**Teaching Strategies**



- Oral language development
- Background knowledge and vocabulary
- Phonological awareness
- Comprehension
- Print knowledge
- Prewriting
- Alphabet knowledge

**Practice and Play**



**Assessment for Individualization**

# **LISTEN FOR IMPLICATIONS FOR PROGRAM DESIGN**

- Providers of early childhood services
- Staff credentials and experience
- Professional development and staff supervision
- Curriculum and materials
- Space and equipment



# **MORE IMPLICATIONS**

- Instructional time, schedule and planning
- Assessment and record-keeping
- Parent-child interactions/home visits
- Location of services

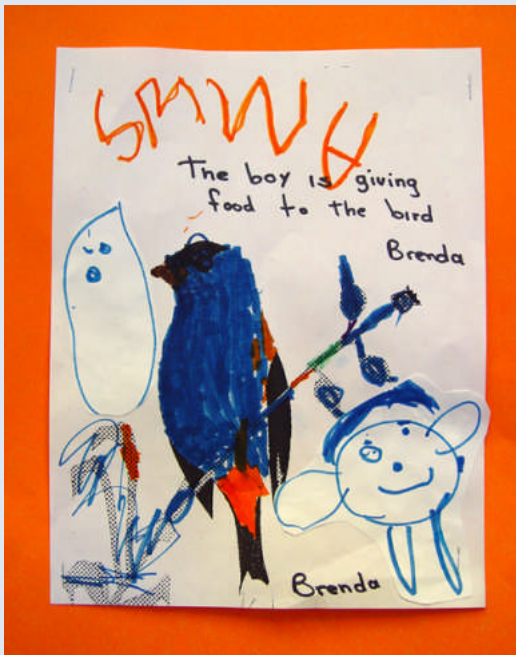


# **MORE IMPLICATIONS**

Consider how this information and design implications relate to other core components, such as:

- Parenting Education
- Parent-Child Interactions
- Adult Education

# Apply **IMPLICATIONS** to Your Program



- Identify gaps in quality
- Begin action plans to develop short and long-term solutions